

# Coalway Community Infant School

## EYFS Curriculum Intent



### Whole school Vision

- We will nurture our children to become happy, independent, confident and valued individuals who will be able to make healthy, happy relationships with a range of people. They will develop positive personal traits, values and attitudes, which will prepare them for later life experiences.

- We will ensure all of our children experience a broad, rich curriculum, tailored to the unique needs of each individual child.

Our children will have developed knowledge, understanding and skills across the curriculum by the time they leave us, ensuring that they have the skills necessary for their future success.

We will focus in particular on supporting the development of our children's early communication and language skills, early reading and early mathematics skills, to accelerate their progress and prepare them for the next stage of their education.

- We will enable our children to believe in themselves and be aspirational, to achieve the highest possible standards and be successful.
- We will help our children develop a love of and enthusiasm for learning, where they are proud of themselves and celebrate everyone's achievement.
- We will care for and support everyone within our 'Coalway family', establish good communication and relationships, and work together to provide the best outcomes for all of our children. We will continue to develop the children's understanding of their belonging within the community and the wider world and strive to develop strong successful partnerships beyond the school.
- We will ensure that all children try new things, perform in a show, learn outdoors, including within our beautiful Forest of Dean setting, have experiences within the local community, visit new places and have the opportunity to learn to swim.

Our children will leave Coalway Infants with positive, happy memories, having had a wealth of experiences and a range of academic, creative, sporting, cultural and spiritual opportunities.

### Our EYFS Vision is to -

- Create a happy, safe and nurturing environment where children develop their independence as learners.
- Provide a curriculum which is exciting and motivates children to love learning.
- Create an environment where children develop resilience, friendships and positive relationships.
- Ensure that learning is accessible for all and that children's individual progress is valued.
- Provide a stimulating indoor and outdoor environment where children safely explore risks and challenge in their own learning.
- Work closely and collaboratively with parents in order to ensure we value home experiences and develop a true reflection of the whole child.
- Effectively prepare children for the next stage in their school life.

### How do we teach in the EYFS?

The Statutory Framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 years.

Our EYFS curriculum is broad, balanced, progressive and coherently planned across the areas of learning, with a high emphasis on language acquisition. The design is coherently planned and sequenced so that knowledge and skills

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are progressive, built on throughout the year towards an agreed end point, with the aim being that all pupils achieve a good level of development. Our curriculum is designed with our pupils in mind to equip them with the knowledge and cultural capital they need to be successful. Reading is prioritised to enable pupils to obtain secure phonic knowledge using the Little Wandle Programme to read fluently and to ensure they are ready for the challenges of the Key Stage one curriculum.

We will assess children on entry in order to build on the skills, knowledge and understanding that they have. This information is used to develop the children holistically and will ensure that all aspects of early childhood development are catered for.

In our EYFS, we follow the Early Years Statutory Framework. This Framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum.

### **Prime Areas**

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development

### **Specific Areas**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We also incorporate the characteristics of effective learning (COEL) into all teaching and learning experiences.

Each half term, EYFS staff introduce a new theme to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. The children are taught the skills required in the EYFS through these themes which are coherently planned to build upon the children's current knowledge and understanding by a cumulative sequence of lessons. The pupils are encouraged to wonder and ask questions about what they are learning and this information is used to plan subsequent lessons.

Children learn through a balance of child-initiated and adult-directed activities. Children are provided with plenty of time to engage in exploration throughout a variety of experiences. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

Parents are regularly informed about their child's progress through see saw and they are provided with the expectations and requirements needed to meet the age related expectations. Parents are provided with phonics workshops and videos on see saw to help them support their child. Parents are regularly invited in for book looks with their child so they can share their learning journey.

### **Literacy**

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. Our aim is to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension.

### **Phonics**

In Reception phonics will be taught every day from term one. We follow the Little Wandle Programme, where phonics is taught at least once every day with a scoop group for those who need additional reinforcement. Each

session lasts approximately 20 minutes and a "scoop group" is provided for those children who are not keeping pace. Keep up sessions are used to support children who need additional support with agreement from the school reading lead.

### **Texts for Writing**

In Reception, at the start of each term, a new theme is introduced. Practitioners will use a selection of texts from The Write Stuff/Little Wandle book list to support and develop opportunities for writing. These texts are on the EYFS overview to ensure that they are progressive and that all children have an opportunity to hear a wide variety of books to support early language development.

### **Mathematics**

In Reception, we follow the 'Can Do' Scheme of work which is planned into weekly specific focuses. High quality learning environments and meaningful interactions with adults enable children to develop their mathematical thinking. The children learn to participate and reason in class/group discussions through our daily Maths challenges. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed applied and recorded within their own child-led exploration.

### **Wider Curriculum**

Our wider curriculum is taught through the learning areas; 'Understanding the World' and 'Expressive Arts and Design'.

EYFS staff have a good understanding of how ELGs feed into the National Curriculum through our robust planning and continual professional development opportunities. Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. For example, building a boat during our ticket to ride (transport) theme enables them to think like 'Scientists' and 'Engineers' as they explore a range of materials and test out their own ideas. Building further on our oracy focus, children will be encouraged to employ subject specific language and terminology in foundation subjects. Such vocabulary will be modelled, both verbally and orally, by supporting practitioners. A range of educational visits (including around our local community) bring learning to life. Visitors are also invited into school as a way of enhancing subject knowledge and providing the learners with real life experiences.

We provide effective and focused intervention for those children who are finding learning challenging and are not on track to meet expectations at the end of the year. This will be provided in an inclusive way and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the ELGs.

### **Baseline**

During the first half term in Reception, all staff use ongoing assessments, observations and conversations with children to develop baseline assessments. This identifies each child's starting points in all areas so we can plan to ensure progress. The national reception baseline is carried out during the first term which the department for education use to measure progress from Reception to year six.

We use the NELI speech and language program to support our children's speech and language develop. Staff screen the pupil's level of understanding and vocabulary on entry and plan support where necessary. Timely interventions are delivered to support this using the NELI programme.

### **Golden Threads**

- We aim to enrich our curriculum through a range of real experiences for the children in our school.
- Whole class teaching ensures that all children feel valued and that they can access the work. When the child needs support to access the learning, teachers provide a scaffold so that the child can still engage in

the lesson in a more appropriate way. A can-do attitude is promoted throughout all areas of learning.

- Children are given the opportunity to complete extended pieces of writing in history throughout the school, to a standard that they would also produce in English lessons. Key spellings are identified, and children are encouraged to use correct terminology when writing. Through the teaching of chronology, children are asked to sequence events by date, using their maths skills to help them.
- Sources, books and questions encourage children to access a range of key vocabulary effectively and then use this in their writing. Opportunities for paired talk, class discussion and feedback are built into lessons on a regular basis, giving children the chance to use new vocabulary and share ideas and questions. Children are expected to answer questions in full sentences both orally and when writing.
- By enthusing and engaging the children throughout our curriculum, we build foundations to ensure they are ready for key stage one. A can do attitude is adopted in all sessions and the belief is that everyone can achieve and succeed in all areas of the curriculum. Children are encouraged to persevere and learn from their mistakes and misconceptions.
- Trips and opportunities to visit places that enhance our curriculum (e.g. Perrygrove, Raglan Castle) supports the children to understand how to behave and conduct themselves in an appropriate way in public places.

#### **How do we meet our curriculum intent?**

Through the delivery of a well-planned, child-led and challenging curriculum we aim that the pupils will leave the Early Years Foundation Stage as independent learners, with transferrable skills needed to start Key Stage One. This will be measured at the end of Reception as to whether the pupils have achieved a Good Level of Development.

We aim that our pupils will leave our Foundation stage ready for the next stage in their education and ready for year 1 by:-

- Using their phonics knowledge to read accurately with increasing speed and fluency.
- Write correctly punctuated simple sentences.
- Understanding and using early numbers.
- Having good personal, physical and social skills.
- Enjoying, listening attentively and responding with comprehension to familiar stories and rhymes.
- Demonstrating positive attitudes to learning through high levels of curiosity, concentration and enjoyment.
- Being resilient learners who are keen to learn and are proud of their achievements

#### **Subject Leader drivers 2023-24**

- Monitor and support staff with the new curriculum
- Professional development to support teachers' knowledge and skills
- Attend WGSP EYFS leader meetings
- Monitor curriculum planning to ensure full coverage and progression of skills
- Monitor and assess the standards of pupil work